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| Self-Monitor and Graph Results to Increase Writing Fluency  *(Rathvon, 1999)*  Students gain motivation to write through daily monitoring and charting of their own and classwide rates of writing fluency.  At least several times per week, assign your students timed periods of ‘freewriting’ when they write in their personal journals. Freewriting periods all the same amount of time each day. After each freewriting period, direct each student to count up the number of words he or she has written in the daily journal entry (whether spelled correctly or not). Next, tell students to record their personal writing-fluency score in their journal and also chart the score on their own time-series graph for visual feedback. Then collect the day’s writing-fluency scores of all students in the class, sum those scores, and chart the results on a large time-series graph posted at the front of the room. At the start of each week, calculate that week’s goal of increasing total class words written by taking last week’s score and increasing by five percent. At the end of each week, review the class score and praise students if they have shown good effort.  *References*  Rathvon, N. (1999). Effective school interventions. New York: Guilford Press.  Copyright ©2009 Jim Wright |

Spelling: Leverage the Power of Memory Through Cover-Copy-Compare

*(Murphy, Hern, Williams, & McLaughlin, 1990)*

Students increase their spelling knowledge by copying a spelling word from a correct model and then recopying the same word from memory.

Give students a list of 10-20 spelling words, an index card, and a blank sheet of paper. For each word on the spelling list, the student (1) copies the spelling list item onto a sheet of paper, (2) covers the newly copied word with the index card, (3) writes the spelling word again on the sheet (spelling it from memory), and (4) uncovers the copied word and checks to ensure that the word copied from memory is spelled correctly. If that word is spelled incorrectly, the student repeats the sequence above until the word copied from memory is spelled correctly--then moves to the next word on the spelling list.

*References*

Murphy, J., Hern, C., Williams, R., & McLaughlin, T. (1990). The effects of the copy, cover, and compare approach in increasing spelling accuracy with learning disabled students. Contemporary Educational Psychology, 15, 378-386.

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